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BOOK REVIEWS

Melodic Music Series. By FREDERICK H. RIPLEY, Principal of the Longfellow School, Boston, and THOMAS TAPPER, Lecturer on Music at the Institute of Musical Art of the City of New York. New York, Cincinnati, and Chicago: American Book Co. Cloth, 8vo.

This four-book course presents a graded collection of well-chosen songs, accompanied by a modicum of brief exercises. It carries the work through the grades, ending with three- and four-part selections.

The material is collected from the works of classical composers, from the folk-music of various countries, and includes also original compositions of well-known modern writers, as Margaret Ruthven Lang, Jessie L. Gaynor, W. W. Gilchrist, and others. The authors have evidently the courage of modern pedagogic convictions, that the preservation of the child's interest in the subject is of first importance. But few exercises are given, and these show concisely—sometimes in a couple of measures—the vital point to be mastered. Its elaboration is given in the song-form. The scale, its individual tones, intervals, measure, time-symbols, the minor mode, chromatics, rhythm, phrasing, two- and three-part singing, are introduced in turn with a skilfully brief exercise for drill, while emphasis is laid upon the song which illustrates the point under discussion.

The plan of the series is new and commendable and should be a boon to the inexperienced teacher.

M. R. KERN

The Mind and Its Education. By GEORGE HERBERT BETTS. New York: D. Appleton & Co., 1906. Pp. xiii+265.

This book is especially suited to teachers who, independent of an instructor or class, wish to pursue an introductory course in psychology and its application to educational problems. The book reflects standard and commonly accepted positions of contemporary psychology. Novelty characterizes not the subject-matter, but in a measure the treatment, which is at times so direct and personal that the reader is in a fair way of forming the pleasing illusion that the author is speaking directly to him. The style of the book is clear and attractive, remarkably free from burdensome technicalities, and abounding in illustrations that illustrate. The beginner in psychology, especially if he is undertaking a study of it by himself, could hardly find a book better suited to his needs, a more admirable crystallization of scientific doctrine and common sense.

W. C. GORE